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ABSTRACT

The Indian River Community College (Florida) program prepares people who qualify as displaced homemakers and single parents to enter or reenter the work force and vocational training. The program is designed to meet the needs of the target population by offering pre-employment information and skills, guidance, community referral, and vocational training in the areas of fastest growth as identified by the Department of Labor and Employment Security. A three-week single parent and displaced homemaker program includes self-awareness, testing, vocational exploration, and employability skills. Seminars addressing specific needs have been presented. Tuition money has been distributed to qualified persons so that they may return to school for vocational training. Outreach and networking continues regularly to reach the people who move into the area. Currently, 116 qualifying women have been placed in vocational education programs. Of the 72 students being served by the Women's Program, 42 will continue training and 17 have been placed in training-related employment. Originally the program sought to place only 50 qualifying people and had requested $5,300.00 for tuition. Four times the original grant request money has been distributed towards tuition, however, since 116 applicants were found to qualify. Fewer than 1% of the women served were 55 or older, and no men applied for tuition aid. More time is needed to recruit and meet the needs of this population. (Appendixes, amounting to over one-half of the report, include a policy statement, flowchart of the program, and forms.) (YLB)

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ED285041

Final Report

Project No. DVE 562-15170-7-D 04

From September 1, 1986 to June 30, 1987

Displaced Homemaker

Single Parent Project

Indian River Community College
3209 Virginia Avenue
Fort Pierce, Florida 33450

Dr. Patti Williams

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PREFACE

In order to communicate clearly and accurately the results of activities and findings to vocational educators, the Indian River Community College 2A6 Displaced Homemaker Single Parent Project Report will show documentation of all programs and activities. The one central theme through the report will be outreach to increase vocational education enrollment. The program would like to acknowledge the following for their professional contribution for the success of the 2A6 Single Parent Displaced Homemaker program; Advisory Committee, Fort Pierce News Tribune, the Vero Press Journal, Job Service of Florida, Port St. Lucie News, the Okeechobee News, Migrant Program and JTPA. Although there were many, many linkages with campus staff and local business and organizations these mentioned here perhaps gave the greatest contribution.

We believe that staff will find much value throughout this report and we sincerely hope this report will serve as a stimulus to further funding and action in the vital growing field of women's concerns in the Treasure Coast area specifically and throughout the state and country.

ABSTRACT

Florida District Nine which includes St. Lucie County has over 34,000 displaced homemakers and single parents. Of the 12.3% of families below the poverty level in this country, 43% were headed by women. The median income for an individual in St. Lucie County is $9,745.00 while the median income for the same period in the State is $13,384.00. The unemployment rate is 9.1% (March 1986) but increases dramatically during the summer months. The jobs here are primarily service jobs. With these facts and figures in mind, Indian River Community College has designed it's program to meet the needs of the target population- pre-employment information and skills, guidance and community referral and vocational education training in the areas of fastest growth as seen by the Department of Labor and Employment Security.

A three week Single Parent and Displaced Homemaker Program including self-awareness, testing, vocational exploration and employability skills is taught. Seminars addressing specific needs have also been presented. Tuition money has been distributed to those who qualify so they may return to school for vocational training. Outreach and networking continues regularly to reach the 16.3 people who move into the area daily.

Currently one hundred and sixteen people have been placed into vocational education this grant year with 2A6 funding. Of these, six are in non-traditional fields and twenty-four are in high wage technical fields. Of those students being served by Women's Program fifty-one percent will be continuing in training and seventeen have been placed in employment related to their training.

The response to the tuition money has been dramatic. Indian River Community College has distributed four times it's original grant request this year. This is a strong implication for next year. Tuition money should be available and the funding increased.

Because men and older women have responded poorly, more time is needed to recruit and meet the needs of this population.

A support group for single parents and displaced homemakers seminars for single parents with special focus on males and more non-traditional job information and interest are needs seen that will be pursued this next grant year.

INTRODUCTION

This program prepares women who qualify (appendix 1) as displaced homemakers and single parents to realistically and knowledgeably enter or re-enter the work force and vocational training. The target population has diminished marketable skills due to a long absence from the workplace, nonexistent or outdated skills and an unrealistic view of the employment situation in South Florida, especially St. Lucie County. This problem must be alleviated in order for the single parent and displaced homemaker to receive adequate income, regain self-esteem and become less dependent on public assistance.

Demographic Information: St. Lucie County is located on the southeast coast of Florida 110 miles north of Miami, about 50 miles North of West Palm Beach and approximately 50 miles south of Melbourne. The county includes Fort Pierce on the north end and Port St. Lucie on the south of the county, both on US 1. There is no public transit system and to call from sections of Port St. Lucie to Fort Pierce is a toll call.

The population of Fort Pierce's metropolitan statistical area (MSA) has grown 40% between 1980 and the end of 1986. Port St. Lucie has grown 153% since 1980 and the Fort Pierce MSA is expected to become number one in growth in the nation during the seventeen year period from 1983 through 2000. (appendix 8)

The current available information strongly indicates that the area is in desperate need of services that will enhance employment opportunities, especially in the areas of fastest growth as seen in Industry and Occupational Employment Projections to 1995 for the Treasure Coast area. Data supports this statement for the single parent and displaced homemaker. Florida District 9 includes 34,361 single parents and displaced homemakers in the labor force and 13,749 not in the labor force. 12.3% of all families in St. Lucie County are below the poverty level with 43% of this number headed by a female. The average income for a women the first year after she becomes displaced is below $5,000.00. St. Lucie County has an unemployment rate of 9.1% (March, 1986) which increases dramatically during the summer months. The median income for individual in this county is $9,745 while the median income for the same period in the State was $13,384. 43% of the total work force in St. Lucie County is women.

Indian River Community College is the only vocational institution (post-secondary) in St. Lucie County that addresses the needs of the displaced homemaker and single parent population. It has an enrollment of 15,000 people in vocational programs in the four county area that it serves.

St. Lucie County is growing at a rate of 16.3 people per day. The needs as identified in this county for the target population include outreach, community referral and networking, skills assessment, peer

counseling, vocational training, employability skills, image improvement, transportation and child care to counteract their diminished marketable skills.

The Women's Program was instituted at Indian River Community College in 1979 to aid the community with special courses and seminars for the general needs of the target population in the areas of confidence, self-awareness and image improvement. These initial classes were so successful that the program now operates thirty-two classes and seminars in self-help areas from money management to non-traditional vocational skills reaching 5,332 people.

The activities this year included a three week displaced homemaker and single parent program; individual peer counseling; standardized testing; vocational guidance into nontraditional job areas when indicated; community referral and networking to community based organizations, and financial aid programs and direct tuition and book aid for vocational education.

The primary objective included placement in vocational education. One hundred sixteen qualifying women were placed in programs. (appendix 10) These women were recruited through extensive college and community networking including: WIN, Migrant Program, Women's Program and Vocational Rehabilitation. This networking was another objective and 116 tuition recipients came from this structure, with 70 as unduplicated. Curriculum development with one seminar per semester during the Fall, Spring and Summer I term was achieved with 82 attending these programs. Forty-six displaced homemakers and single parents took part in the three week course consisting of self-awareness, testing and employability skills.

The target population has benefitted from guidance and peer support, the building of self-esteem, increased knowledge of the community resources, employability skills and vocational aptitude testing. If the client qualifies and shows an interest, there is scholarship money available for upgrading skills and vocational training.

Labor Market Needs: The job forecast for the State of Florida according to the Department of Labor and Employment Security indicates the areas greatest growth to be in health services, clerical and office jobs and service occupations. Indian River Community College has a myriad of degree and certificate programs as well as short term training programs in all the growth areas. The latest programs to be added to the curriculum include a two year program in dental hygiene to round out the health department and a certificate program in retailing and marketing.

Indian River Community College ranks first in the State in terms of percentages of its vocational graduates placed in jobs related to their training or degree. The average student at IRCC is 32 years of age, female and enrolled in a Vocational program. These facts indicate job opportunities for women-employment and training is meeting community needs and the needs of the target population.

Along with the already functioning programs that the college has to offer, the addition of the Single Parent, Displaced Homemaker Program has allowed the Women's Program to meet the specific needs of the target population. The needs are very individual and unique for each client. The staff that administers the program is very sensitive to this and counsels, designs programs and seminars with the needs of the individuals and very small groups in mind. From experience, we have learned that the peer support, freedom to express their needs in a small, non-threatening environment is essential. They also must receive honest, straight forward and realistic information about the job market of the 80's in general and the specifics about the job market of the Treasure Coast. This information is gathered through on-site experience with an outreach station in the Job Service of Florida office.

As previously cited, the needs of the St. Lucie County population are critical and the target population increases daily, so does the need for this program.

METHODS

This project fits into the community college structure under Adult and Continuing Education with direct connection to the Women's Program. (See appendix 2) The project is designed to follow a set procedure beginning with outreach efforts--an ongoing objective.

The client is evaluated and a plan is developed. (appendix 4) The client may be referred into the community for immediate assistance, registered for the three week Displaced Homemaker and Single Parent Course or enrolled in a vocational program relating to their employment goal.

Analysis and evaluation methods used include follow-up (appendix 4), counselor evaluation, the CAPS and COPS standardized testing, the Career Assessment Inventory and Choices.

Coordination with the college's student services include the Center for Personalized Instruction, Job Placement, guidance, financial aid, college bus services, the childcare center, vocational rehabilitation and the Women's Program.

Community coordination includes an advisory board (appendix 5) which meets every other month for the purpose of a communication and information linkage. JTPA regularly receives information and referrals from our program and maintains contact by mail and phone. They send us clients who cannot qualify for their funding. The Job Service of Florida maintains daily contact with the program because the St. Lucie County counselor has an outreach location within the Port St. Lucie Job Service office. In this coordination effort, immediate referral is possible and a realistic job perspective is maintained. HRS, WIC and Vocational Rehabilitation are community based organizations that receive referrals. Phone, mail and personal contact are used.

Indian River Community College has made the necessary plans to institutionalize this project as written in their 5 Year Plan & Annual Plan for Vocational Education (appendix 6).

FINDINGS AND ANALYSIS

The initial goal of this program was outreach into the community and within the target population. IRCC sought to achieve twenty outreach and recruitment contacts with the community and the target population during the grant year. The methods used included speaking to community organizations, mailings and media exposure. During the 1986-87 period fourteen speaking engagements (appendix 3) were delivered, 15,000 newsletters and flyers were mailed, three TV and radio interviews were given and five newspaper articles were published.

Networking with community based organizations was included in this objective. This networking was done with at least two contacts per week with organizations (appendix 9). A total of one hundred forty-seven were made.

The advisory board establishes another community outreach method and facilitated this goal (appendix 5).

This program sought to develop and implement a displaced homemaker and single parent curriculum in the areas of special interests by scheduling one seminar per semester during the Fall, Spring and Summer I term. Three seminars were researched, developed and presented (appendix 7) with eighty-two people attending. Forty-six students also participated in the three week displaced homemaker and single parent program taking self awareness, employability skills and standardized testing.

IRCC sought to place 50 displaced homemakers and single parents in vocational education according to the DVACE guidelines. The original request of $5,300.00 tuition at the beginning of the grant year was based on a projection of $100 per student. This amount proved to be far below the actual need and two amendments were necessary. The number of students finally placed was one hundred sixteen with approximately $22,000.00 awarded (appendix 11). This is four times greater than the original estimate of the tuition needed. Of those enrolled, six were placed in non-traditional career areas, twenty-four were placed in high wage technical training and seventeen were placed in jobs related to their training. Women's program enrolled seventy-two students for which tuition was paid and forty-two are continuing in their training. Of the one hundred and sixteen students receiving or having received tuition, forty-six are duplicated numbers and seventy are unduplicated clients. (appendix 10)

This program sought to assess and meet the needs of fifty members of the target population. Following outreach and recruitment methods previously mentioned, telephone calls and appointments were arranged. One hundred and sixty-one initial contacts were made for the purpose of explaining the program. Eighty-five people received counseling with seventy-two of these enrolling in vocational education. Four received testing and ten resume help in addition to community referrals as necessary.

Another objective was increasing community and employer awareness of sex equity and non-traditional jobs and the marketable skills possessed by the target population. Outcomes here are qualitative rather than quantitive. The advisory board is one vehicle used to achieve this objective. Its members represent all phases of the community and the board addresses issues relating to this objective. Two hundred seventeen employers were contacted by mail to inform them of this program and its' services. Six employers participated on a panel that focused on hiring non-traditional employees. Fifty-two participants attended this seminar on non-traditional jobs with 100% of those responding to the evaluation stating their awareness had been raised.

In order to achieve the program objectives, two part-time professionals are working to cover the needs in three counties. The personnel are employed for the grant year and as part of the college's contribution to this program, they are paid through Women's Program during the summer months.

Travel, printing and supplies are budgeted to meet the needs of the program. Accounts are keep seperately for each of these items. (appendix 11)

IRCC agreed to fulfill the three grant assurances as follows:

1. They will emphasize assisting individuals with the greatest financial need.

   The eligibility statement (appendix 1) clarifies this assurance and the intake form (appendix 4) further documents this assurance is being met. The clients receiving tuition aid and not duplicated with funding from other programs are often borderline. . . they cannot qualify for other assistance but cannot afford to return to school without financial aid. This program has helped that particular student greatly. The number responding to the tuition aid supports this observation.

2. In serving homemakers, they will give special consideration to homemakers who because of divorce, separation or the death or disability of a spouse must prepare for paid employment.

   The eligibility statement (appendix 1) again assures that this is being done and documentation occurs in the intake form when a student applies for financial aid (appendix 4). Many times the displaced homemaker is also a single parent and further qualifies for services.

3. Vocational education services and assistance provided to individuals shall to the extent practicable, include worksite programs such as cooperative vocational education, work-study and apprenticeship programs.

Coordination is vital to this program. The array of services needed by the target population cannot be provided by one organization and the displaced homemaker and single parent cannot easily make a successful transition without supportive services. Community based and college housed programs are where clients are referred to meet this assurance. (appendix 9)

CONCLUSIONS AND RECOMMENDATIONS

The program year concludes with some very positive results. The DVACE goal of enrolling students in vocational education was our primary focus and the addition of tuition money brought one hundred sixteen students into vocational programs. We knew the need was there for tuition aid for that student who cannot qualify for any other assistance, but the response was overwhelming. Tuition requests caused IRCC to amend its' original proposal twice, resulting in the program distributing more than four times the original anticipated tuition amount.

An almost equal number of black and white clients (appendix 10) were served with tuition aid, something that was a very pleasant surprise. The age groupings were not so equally distributed--nearly half of all students were in the twenty to thirty-four age bracket with less than one percent of clients over fifty-five years of age.

Increasing awareness of non-traditional jobs was achieved in a seminar. Of the participants returning evaluation forms, 100% stated their awareness has risen.

Sixty percent of all tuition recipients were unduplicated students who received only 2A6 funding. Of the forty percent of duplicated students, one student began with one semester of JTPA support and then continued with 2A6 funding. Another student was supported by county funding and has continued with 2A6 Displaced Homemaker and Single Parent funds for additional training while working in a non-traditional field.

Of those enrolled in vocational education through the Women's Program 2A6 funding, fifty-one percent will continue training into the next grant year. This is seen as an excellent retention rate. Seventeen clients completing program objectives are working in a training related field.

Areas where accomplishments were weak include recruitment of men, older women and spanish clients. Although six students are enrolled in non-traditional areas, we had hoped for a greater response. Two men were serviced with community referral and resume assistance, but made no application for tuition aid. Two women over fifty-five did enter vocational education but this was less than one percent of all tuition recipients.

With these weak areas in mind, recommendations are clear. Recruitment into new or weak areas must be done. The male and Spanish community as well as the huge untapped retirement population need more time and attention. Personal visits, on site workshops and speaking engagements and a seminar with emphasis on males as single parents are possibilities. Therefore; it is recommended that the project personnel spend more time in these areas.

Requests for a support group for displaced homemakers and single parents are being heard more frequently and establishing one is planned for the Fall.

Finally, awareness of the non-traditional job option has barely begun in this county. A real sense of reluctance is felt from students in counseling about entering a non-traditional field. The reasons for this reluctance will be sought through surveys and then these items will be addressed with the goal of increasing interest in and the willingness to enter a non-traditional field.

Appendix 1

SUPPORTING WOMEN'S EDUCATION AND EMPLOYMENT TRAINING

INSTITUTIONAL ELIGIBILITY POLICY STATEMENT

Indian River Community College uses a Uniform Methodology Family Financial Statement ACT to determine greatest financial need.

2 A6 PARTICIPANT ELIGIBILITY POLICY STATEMENT

Those students using the Institutional Financial Aid or those who are taking less than twelve credit hours are determined as eligible by the following criteria:

1. meeting the Displaced Homemaker/Single Parent qualifications as defined by Public Law 98-524;

    a. Displaced Homemaker defined as one who

        (1) is an adult
        (2) has worked as an adult primarily without renumeration to care for home and family, and for that reason has diminished marketable skills

    b. Single Parent defined as one who

        (1) is unmarried or legally separated from a spouse and
        (2) has a minor child or children for which the parent has either custody or joint custody

2. establishing student statis as Dependent or Independent;

    a. living at home (Dependent)
    b. not living at home (Independent)

3. establishing a Vocational Educational Goal

    a. career testing
    b. career counseling

4. declaring income

    a. how much income
    b. sources of income

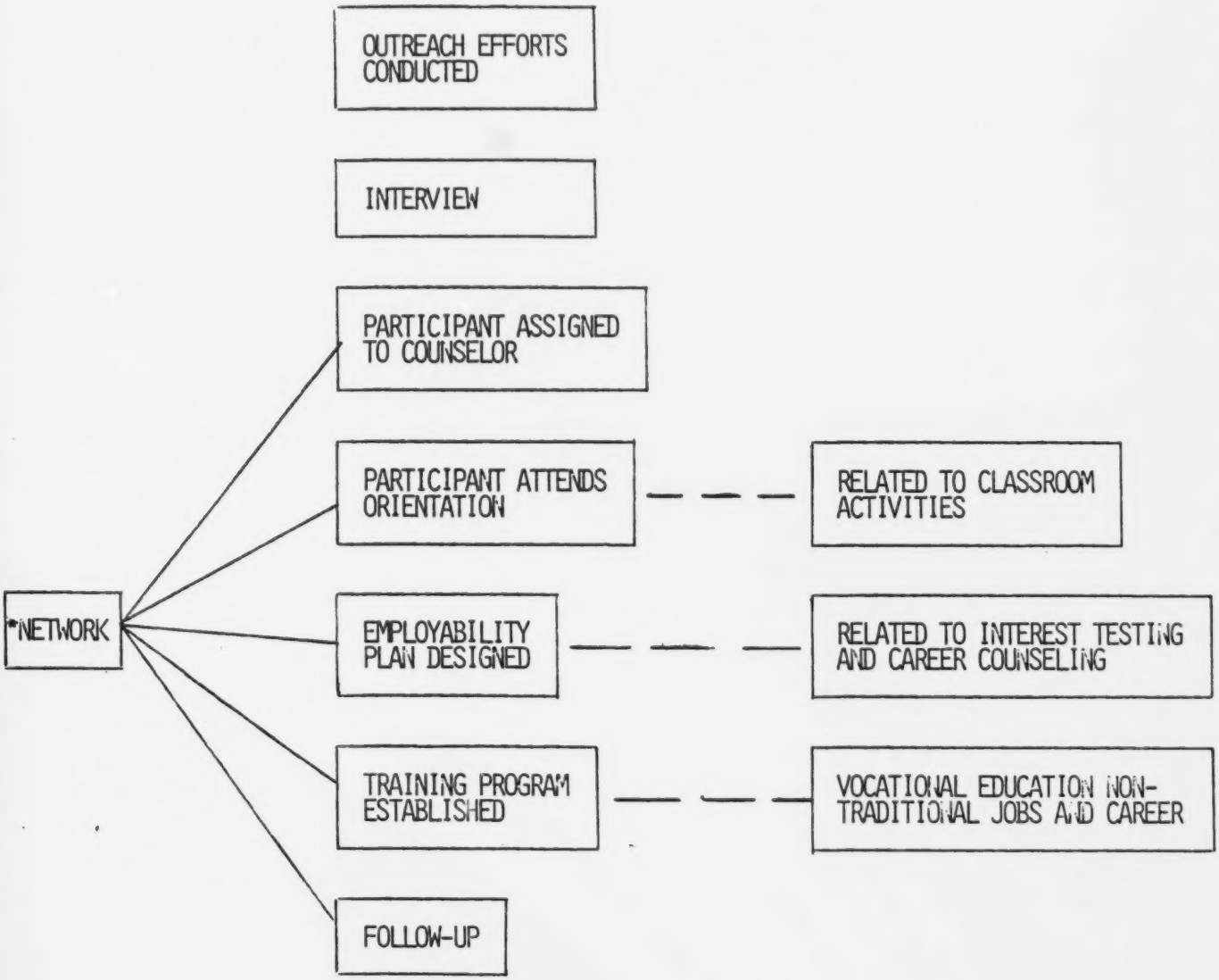
5. noting other sources of financial aid

    a. loans
    b. scholarships

6. using counselor judgement, after reviewing the above criteria, will assure that the funds will assist those individuals with the greatest financial need.

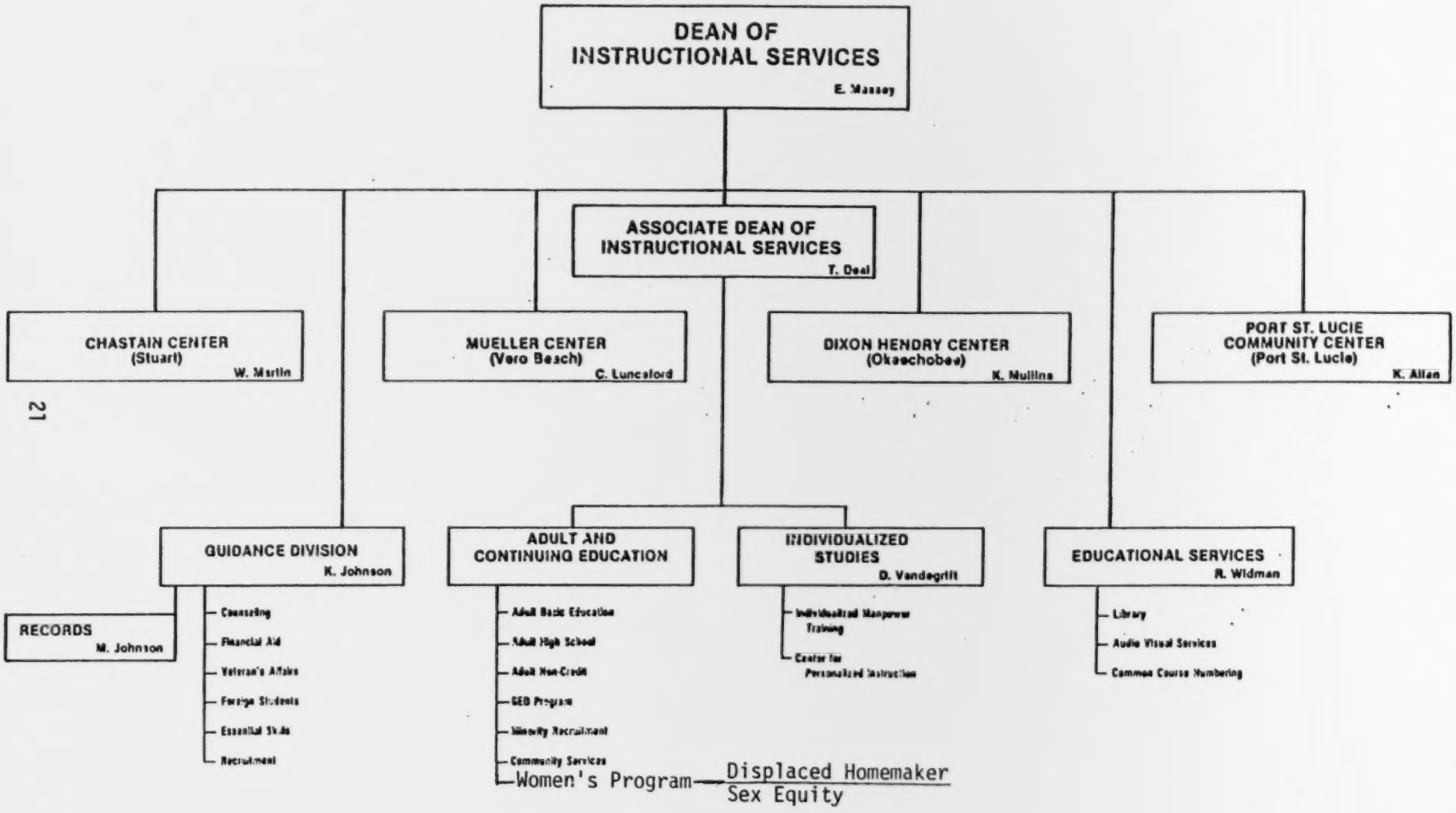
Appendix 2

FLOW CHART



*NETWORK - Participants will be referred to the appropriate supportive services through Networking with Community Based Organizations, College Programs and Business and Industry.

INDIAN RIVER COMMUNITY COLLEGE ORGANIZATIONAL CHART — 1986 -1987



Appendix 3

COMMUNITY SPEAKING ENGAGEMENTS

June 10, 1986	FACC luncheon
July 30, 1986	Martin County NOW
August 25, 1986	Noon news X34
September 25, 1986	Church group
October 6, 1986	11:00 p.m. News feature
October 14, 1986	PEO
October 29, 1986	John Carroll
October 31, 1986	Head Start
November 12, 1986	ABWA
January 22, 1987	Kappa Kappa ITOA
January 26, 1987	Delta Kappa Gamma
January 26, 1988	X34 talk show
March 11, 1987	Board of Realtors
March 11, 1987	Methodist Church Lenten Series
March 16, 1987	AAUW
April 8, 1987	Ministerial Luncheon
April 27, 1987	Safespace

Newspaper Articles

October 31, 1987	Port St. Lucie News
May 1, 1987	News Tribune
April 22, 1987	Vero Beach Press Journal
January 23, 1987	News Tribune
February 12, 1987	News Tribune

Appendix 4

SINGLE PARENTS OR DISPLACED HOMEMAKERS PROJECT

INDIAN RIVER COMMUNITY COLLEGE

Pre-Application

DATE: _____ SOCIAL SECURITY NUMBER_____

NAME_____ HOME PHONE NUMBER_____
EMERGENCY #_____

ADDRESS:_____
Street City State Zip Code

DATE OF BIRTH:_____AGE_____ RACE_____ SEX_____

CHECK ONE:_____1)MARRIED _____2)SINGLE_____3)DIVORCED_____4)SEPARATED_____5)WIDOWED

_____1a)Husband Disabled

_____1b)Husband Absent NUMBER OF CHILDREN OR DEPENDENTS _____

_____1c)Husband Present AGES_____ ____ ____ ____ ____ ____

DO YOU HAVE A DRIVERS LICENSE?_____ DO YOU HAVE YOUR OWN TRANSPORTATION? _____

HAVE YOU HAD ANY RECENT SKILLS TRAINING/BEEN ON A JOB TRAINING PROGRAM?_____
IF YES, WHAT TYPE OF TRAINING?_____

ARE YOU WORKING?_____YES_____NO IF YES, WHERE?_____

ARE YOU SEEKING A JOB?_____YES_____NO ARE YOU GOING TO SCHOOL_____YES_____NO

HIGHEST GRADE COMPLETED_____ ARE YOU A VETERAN_____YES_____NO

WHAT IS YOUR SOURCE OF INCOME? _____SPOUSAL SUPPORT_____CHILD SUPPORT

_____PUBLIC ASSISTANCE_____SOCIAL SECURITY_____UNEMPLOYMENT_____OTHER

YEARLY INCOME _____Less than $5,000_____$5,000-10,000_____$10,000-20,000

_____$20,000 - $30,000_____$30,000-40,000_____Over $40,000

EMPLOYMENT HISTORY

Dates From To	# of Years as Full-time Homemaker	# of Years Employment Outside of Home & Type of Work	Full Time	Part-Time

How Did you hear of the Program?_____NEWSPAPER_____POSTER_____TV_____RADIO

FRIEND/RELATIVE_____SOCIAL SERVICE AGENCY_____EDUCATIONAL INSTITUTION_____

OTHER, Please Specify_____

WHAT TYPE OF SERVICES, TRAINING OR WORK DO YOU NEED?_____

_____

SUPPORTIVE SERVICES NEEDED_____CHILD CARE_____TRANSPORTATION_____BOOKS

_____TUITION SUPPORT_____TRAINING STIPEND_____OTHER, PLEASE SPECIFY

SINGLE PARENTS AND DISPLACED HOMEMAKERS PROJECT

EEO POLICY STATEMENT

The policy statement below is in compliance with Federal Regulations which prohibit discrimination on the basis of age under the Age Discrimination Act of 1975 and Age Discrimination in Employment Act of 1967, on the basis of handicap under Section 504, Title V, of the Rehabilitation Act of 1973 as amended and Part B of the Education of the Handicapped Act (PL 94-142), on the basis of sex under Title IX of the Education Amendments of 1972, the Carl Perkins Vocational Education Act of 1984, the Vietnam Era Readjustment Act of 1964, the Pregnancy Discrimination Act, and on the basis of race, color, religion, or national origin under Title VI and VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972.

****

Any person applying for or engaged in training, services or employment under the Single Parents/Displaced Homemakers Project, 2A-6, who believes that he/she has been subjected to discriminatory practice because of age, racial background, religion, sex, national origin, handicap or political affiliation in the process of recruiting, job placement, or any other program operation is endowed with the right to present a grievance in a manner designed to resolve the immediate problem and preclude the recurrence of the circumstances. Any person who believes that he/she has been discriminated against should contact his/her immediate Single Parent/Displaced Homemaker supervisor and/or EEOC officer in writing.

Indian River Community College EEO Liaison

Personnel Director
Indian River Community College
3209 Virginia Avenue
Fort Pierce, Florida 33454-9003
(305) 468-4700

As defined by Public Law 98-524, the terms "SINGLE PARENT" and "DISPLACED HOMEMAKER" mean an individual who:

Single Parent:
a. is unmarried or legally separated from a spouse and
b. has a minor child or children for which the parent has either custody or joint custody.

Displaced Homemaker:
a. is an adult and
b. has worked as an adult primarily without renumeration to care for home and family, and for that reason has diminished marketable skills.

The vocational training under the Single Parent/Homemaker Project is designed to prepare you for a high wage job. In accepting these benefits you are agreeing to abide by school rules, develop good work habits, and to actively seek employment in the area of your training.

I understand that all books, supplies, and/or tools belong to the Program and shall be returned to the school at the end of the training.

I have read and I understand my rights as stated above and acknowledge receipt of this policy statement.

Signature _____ Date _____

Witness _____ Date _____

SINGLE PARENTS AND DISPLACED HOMEMAKERS PROJECT

INTAKE FORM

Participant Status		# in Family	Annual Family Income	# Years as Full-time Homemaker	Source of Income		
Single Parent	Displaced Homemaker	# Dependents			Spousal Support	Child Support	Public Assist.
		Ages of Deps.					

Applicant's Annual Earned Income	Marital Status			Presently Employed		Social Security	Salary	Other
	Married		Single	Yes	No			
	Spouse Disabled					Application Date		
	Spouse Absent					YR.	MO.	DAY
	Spouse Present							
	Divorced	Separated	Widowed	Full Time	Part-Time			

Project Code	Project Name	Applicant's Name Last, First and Middle Initial

Social Security Number	Enrollment Date	Activity	Sex M	Sex F	Birth Date	Age

Educational Status				Job Seeking Status		
8th grade or below	9 - 12 (Not Graduated)	H.S. Grad. or Equivalent	# Years Post-High School	Not Seeking Employment	Seeking Employment Full-time	Seeking Employment Part-time

Ethnic Background					Employment History			
Black	White	Hisp.	Natv. Amer.	Asian	# Yrs. Homemaker-FT	#Yrs. Homemaker-PT	#Yrs. Employed-FT	#Yrs. Employed-PT

Limited English	Handicap	Economically Disadvantaged			Veteran Status				
		AFDC	Gen.Asst.	Ref. Asst.	SSI	Vet.	Recent Sep.	Disabled	Viet Era

Project Participant							Country of Origin			
Women's Program	Voc. Rehab.	Adult Migrant	WIN	Food Stamp Recipient	Offender	Teenage Parent	Mex.	Cuba	Haiti	Other

Prior Skills Training		Support Services Needed		
Yes	No	Tuition Support	Child Care	Transportation
If Yes, Type of Training		Training Stipend	Books	Other, Specify
Where and Dates of Training				

I certify that the information provided is true to the best of my knowledge. I am also aware that the information I have provided is subject to review and verification. I am also aware that I am subject to immediate termination if I am found ineligible after enrollment and may be prosecuted for fraud and/or perjury. I allow release of this information for verification.

NAME_____ DATE_____

ADDRESS_____ PHONE#_____

COUNSELOR

IMT/CPI EVALUATION FORM

2A-6 - Single Parent/Displaced Homemaker Project

NAME_____ SS#_____

ADDRESS_____ TELEPHONE_____

Date Sent for Testing_____ Date Finished Testing_____

Date to Begin Program_____ Training Area_____

_____
Counselor/Program

****

IMT/CPI EVALUATION

Locator Score _____ Level E M D (TABE)

DATE	READING			ARITHMETIC			LANGUAGE			TOTAL
	Voc.	Comp.	Total	Reasoning	Fundamentals	Total	Mechanics	Spell	Total	

****

DATE	COMMENTS	INITIALS

_____ 27 _____
IMT/CPI LEARNING MANAGER IMT/CPI DEPARTMENT CHAIRMAN

2A-6 - SINGLE PARENT/DISPLACED HOMEMAKER PROJECT

EMPLOYABILITY DEVELOPMENT PLAN

A. PERSONAL INFORMATION

1. Name_____

2. Sex_____ 3. Age_____

B. Participant's Employment Goal

_____

C. PREVIOUS EDUCATION AND TRAINING

1. Highest Grade Completed_____

2. List any special employment related courses (typing, bookkeeping, etc.) taken in high school

_____ _____

_____ _____

3. Have you ever participated in a job training program (Job Corps, Armed Forces, Neighborhood Youth Corps, JTPA, high school, vocational school, junior college, etc.) _____Yes _____No
   a. Occupation trained for_____
   b. Place of Training_____
   c. Completed _____Yes_____No
   d. Dates of Training_____
   e. Have you ever used this training _____Yes_____No
      If no, why not?_____

4. Have you ever participated in any education classes (GED, ESL, basic math, reading, etc.) _____Yes _____No
   a. Course_____
   b. Place of Training_____
   c. Completed _____Yes _____No
   d. Dates of Training_____

D. PREVIOUS WORK EXPERIENCE

1. List all occupations in which you have previously been employed:

_____ _____

_____ _____

_____ _____

E. BARRIERS TO TRAINING AND EMPLOYMENT - Indicate which, if any, of the following factors affect the participant's ability to secure satisfactory employment:

Family Responsibilities	_____Yes _____No
Health Problems	_____Yes _____No
Transportation Problems	_____Yes _____No
Lack of Job Skill	_____Yes _____No
Lack of Experience	_____Yes _____No
Lack of tools, license	_____Yes _____No
Police Record	_____Yes _____No
Handicap	_____Yes _____No
Language	_____Yes _____No
Other _____	

F. SPECIFIC EMPLOYMENT AND TRAINING NEEDS - Based on the participant's employment goal, previous education and training, previous work experience, and barriers to training and employment, indicate the services and activities the participant will receive in order to become prepared for employment.

1. Classroom Training Begin_____ End_____

(a)	Remedial Education	_____Yes _____No
(b)	ESL	_____Yes _____No
(c)	GED	_____Yes _____No
(d)	Employability Skill Training	_____Yes _____No
(e)	Consumer Education	_____Yes _____No
(f)	Occupational Training	_____Yes _____No
(g)	Other _____	_____Yes _____No

2. Support Services

(a)	Health and Medical	_____Yes _____No
(b)	Child Care	_____Yes _____No
(c)	Transportation	_____Yes _____No
(d)	Emergency Assistance	_____Yes _____No
(e)	Relocation Assistance	_____Yes _____No
(f)	Residential Support	_____Yes _____No
(g)	Referral _____	_____Yes _____No
(h)	Family Counseling	_____Yes _____No

_____ _____
Participant's Signature Date

_____ _____
Interviewer's Signature Date

_____
Project

2A-6 - SINGLE PARENT/DISPLACED HOMEMAKER PROJECT

COUNSELING LOG

NAME_____ SS#_____

DATE OF BIRTH_____ AGE_____ DATE ENTERED_____ HIGHEST GRADE_____

TRANSPORTATION TO SCHOOL-WORK: OWN CAR_____ BUS_____ RIDE WITH OTHER_____

CLASSES ATTENDING: IMT LAB_____ CPI LAB_____ CPI-H LAB_____

COLLEGE CREDIT_____ TOTAL TABE SCORE_____

VOCATIONAL CREDIT_____

OTHER_____

JOB GOAL_____

DATE		INITIAL

Instructions for Use of Participant Activity Form

Codes:

#1. Project:

2A6-WO. P.	(Women's Program)
2A6-VO. R.	(Voc. Rehab.)
2A6-WIN	(WIN Program)
2A6-MIG	(Adult Migrant)

#2. I.R.C.C.

#9. Reason for Termination

Positive Termination

OT-01	Entered School
OT-02	Completed GED
OT-03	Completed Program Objective

Entered Employment

EE-02	Training Related Placement

2A-6 - SINGLE PARENT/DISPLACED HOMEMAKER PROJECT

Participant Activity Form

1. PROJECT CODE	2. PROJECT NAME	3. PARTICIPANT'S NAME (last,first, M.I.)

4. SOCIAL SECURITY NO.	5. Date Enrolled			6. TYPE OF PARTICIPANT'S ACTIVITY	
	Yr.	Mo.	Day	Program Termination	

7. DATE OF TERM.	8. ACTIVITY (training or service terminating from:	9. Reason for Term.

10. Did participant satisfactorily complete activity listed in No. 8?	YES	NO

11. Did participant receive academic credit from activity listed in No. 8?	YES	NO

12. Did participant receive a certificate from activity listed in No. 8?	YES	NO

13. Job Trained for in Program	14. Job Employed In	15. Is job directly related to training received in program?	Yes	No

16. Employer's Name and Address	17. Employer's Phone No.	18. Emp. Starting Date	
		19. Hours worked weekly	
		20. Starting Hourly Wage	

21. Name and Title of Staff Member making placement (If applicable)

22. Support Services (Check all services received by participant)

A. Services Funded by Program		B. Services not funded by Program	
1. Tuition		1. Referrals:	
2. Books		Child Care	
		Transportation	
		Training Stipend	
		2. Other	
		Transportation (IRCC Student Bus - In-Kind Service)	

23. Type of Assistance Received	Date

24. Name and Title of Staff Member completing this form	Date Completed

2A-6 - SINGLE PARENT/DISPLACED HOMEMAKER PROJECT

Job Placement Follow-up Record

1. Project Code

2. NAME (Last, First, M.I.)

3. SOCIAL SECURITY NUMBER

4. STATUS

1. Still employed with original employer - same job
2. Still employed with original employer - better job
3. Still employed with original employer - lesser job
4. Employed by another employer - same job
5. Employed by another employer - better job
6. Employed by another employer - lesser job
7. Not employed - Quit
8. Not employed - Fired
9. Not employed - Laid Off
10. Not employed - Other (explain in remarks section)
11. Status unknown, but no longer with original employer

5. METHOD OF CONTACT

1. Site visit with employee
2. Site visit with employer
3. Called employer
4. Called employee
5. Letter to employer
6. Letter to employee
7. Other:_____

6. PROGRESS (if employed)

1. Excellent
2. Good
3. Fair
4. Poor

7. FOLLOW-UP INTERVAL

30 Day

Hourly Wage

8. FOLLOW-UP DATE

9. DATE EMPLOYED

10. COMMENTS_____

Completed By:_____ Date:_____

Appendix 5

ADVISORY COMMITTEE

Delsie Baxter (Black Educator)
1121 Hemlock Circle
Ft. Pierce, FL 33450

Ralph Poppel (Industry)
Float-On Corp.
3001 Industrial #3
Ft. Pierce, FL 33450

Joan DeMur (Displaced Homemaker)
102 Tarpon Bay Moorings
Port St. Lucie, FL 33452

Merle Hendry (Wife of Judge Hendry-Homemaker)
Drawer 1337
Okeechobee, FL

Betty Ann Carlile (Displaced Homemaker)
2711 SE 29th St.
Okee, FL 33474

Judy Culpepper (County Commissioner)
3105 River Drive
Ft. Pierce, FL

December 12, 1986

Dear Mrs. Culpepper,

The Women's Program of Indian River Community College would like to ask you to serve on an "Advisory Committee" for the Displaced Homemaker/ Single Parent and Sex Equity Program that has been iniated here on our campus.

Information about these programs are in the enclosed phamplets. We would like you to read the information and if you would like to serve on the "Advisory Committee" pleas give me a call.

The meetings would be every other month and would be a morning meeting.

The Women's Program serves the public and, in turn, is supported by it. The "Advisory Committee" will hopefully provide the necessary communication link between the community and the College. Advisory committees advise. The word "committee" implies ivestigation and obligation to the community without the inclusion of legislative or administrative responsibilities. We must emphasize the fact that these committees are not intended in any way to usurp any of the pregotives of the Board of Trustees or the College administrative staff. They have no authority to delegate or legislate. Advisory committees are not a policy making group.

Again, if you have any questions, please feel free to call me. I look forward to hearing your response to serve on this "Advisory Committee".

Gratefully,

Joanne Paquette / Counselor
Dr. Patti Williams
Women's Program Coordinator
468-4739

Appendix 6

Items 7 + 8

itional Education Objectives

jective statements of Indian River
nents reflect the objectives for the sixth
shown in the Section III and IV data

A. Learner Population Objectives

1. During the 1990-91 school year, 7,880 students, or 3.1 percent of the adult population, will be enrolled in Post-secondary Preparatory programs.

2. During the 1990-91 school year, 843 students, or .03 percent of the adult population, will be enrolled in Post-secondary Adult Preparatory programs.

3. During the 1990-91 school year, 600 students, or .02 percent of the adult population, will be enrolled in Adult Supplemental programs.

4. During the 1990-91 school year, 190 students, or .01 percent of the adult population, will be enrolled in Apprenticeship programs.

5. During the 1990-91 school year, 1,920 students, or .09 percent of the adult population, will participate in special programs and services designed for the handicapped and disadvantaged.

6. During the 1990-91 school year, 2,000 students, or .09 percent of the total postsecondary adult population identified as handicapped, disadvantaged or potential school leavers will be enrolled in separate specialized preparatory programs or mainstreamed into regular Preparatory programs.

7. During the 1990-91 school year, 2,500 students, or 1.0 percent of the population, will participate in special programs, services, and activities that will furnish single parents or homemakers with marketable skills.

8. During the 1990-91 school year, 2,000 students, or .09 percent of the secondary and adult population, will participate in programs, services, and activities designed to eliminate sex bias and stereotyping in vocational education.

9. During the 1990-91 school year, 2,500 students, or 1.0 percent of the incarcerated population, will participate in programs, services, and activities designed to meet the special needs of and to enhance the participation of criminal offenders who are serving in federal, state, county, and municipal institutions in vocational education correction institutions.

Paragraph II + III

Vocational Education Funds at
llege, The State Designated Area
School in the Counties of
, Okeechobee, and St. Lucie

86 - FY 1988

The Plan of Indian River Community College shall be to provide services to handicapped and disadvantaged students, 19 years of age and older, that will facilitate the identification, recruitment, counseling, assessment, program planning, job preparatory training, retention, placement and follow-up.

Vocational education job preparatory programs will be expanded or established to train and retrain adults, including older individuals and displaced homemakers. Programs, services and activities will furnish single parents or homemakers with marketable skills.

The college will provide vocational programs, services, and activities designed to eliminate sex bias and stereotyping in vocational education.

Vocational programs, services, and activities designed to meet the special needs of and to enhance the participation of criminal offenders who are serving in state, county, or municipal institutions in vocational education correctional institutions.

Indian River will improve evaluation efforts which will be used as a basis to revise and improve vocational education programs.

The college will improve, expand and extend career guidance and counseling programs to meet the career development, vocational education, and employment needs of vocational education students and potential students.

Quality curriculum materials will be provided for use by vocational students, teachers, administrators and quidance counselors.

In-service education will be provided for vocational teachers, administrators, and quidance counselors. Personnel will be afforded the opportunity for technical and professional updating as well as be encouraged to participate in other special activities designed to increase their competence.

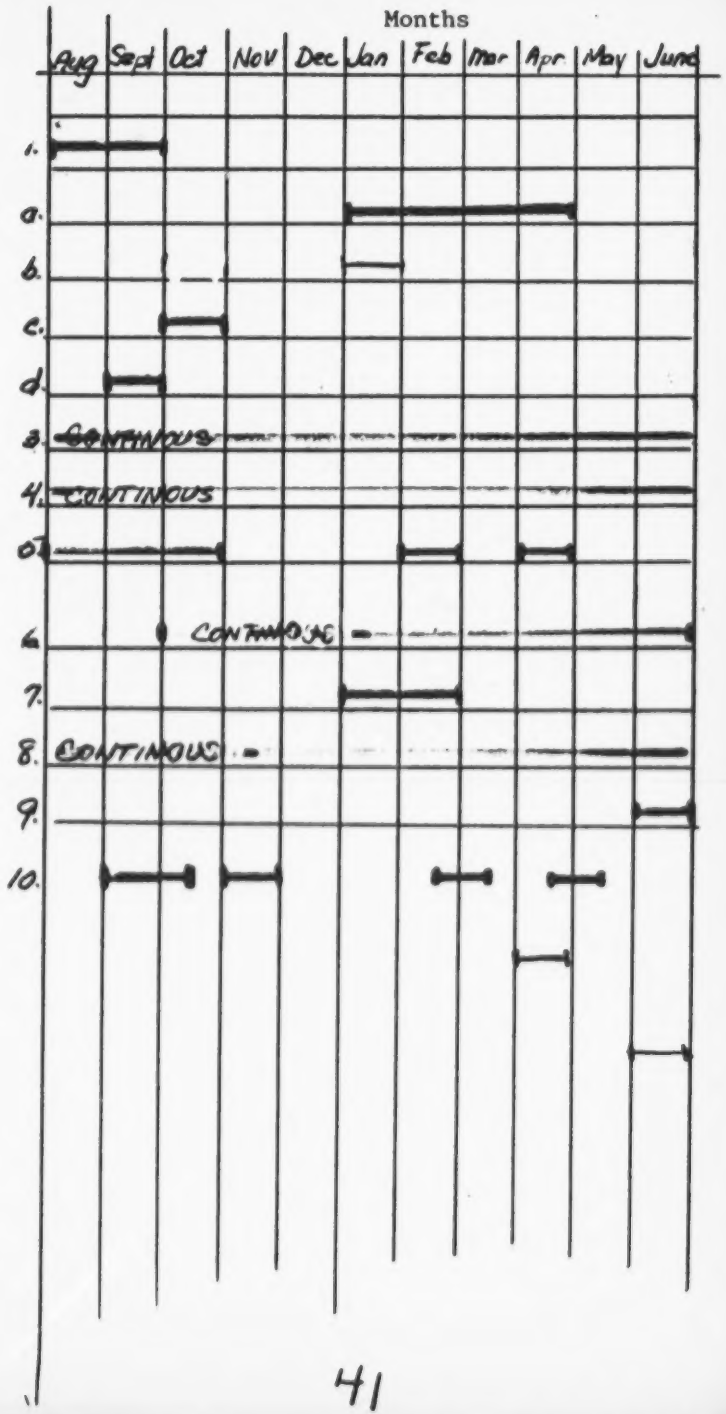
Indian River will create, improve and expand education activities and programs in the broad discipline catagories of: Agriculture, Business Education, Distributive Education, Health Education, Home Economics, Industrial Education and Public Service Education.

The college will promote and expand postsecondary vocational student organizations considered to be an integral part of the instructional programs in the various vocational program areas.

Appendix 7

Time Line.

1. set up intake and follow-up system
2. develop special interest seminars
   - a. employer and employee sex equity
   - b. sexual discrimination
   - c. women's legal concerns
   - d. safety issues for women
3. peer counseling
4. distribute scholarship money
5. establish an advisory board and schedule meetings
6. keep client files updated
7. write grant proposal for 87-88
8. community outreach and awareness
9. submit final report
10. 3 week DH/SP program
11. Leadership conference
12. Evaluation Coordination



Appendix 8

St. Lucie's growth levels off

By Susan Burgess
News Tribune Writer

The story of Naples' rise on the west coast of Florida to become the nation's fastest growing metropolitan area echoes the experience of St. Lucie County on the east coast in the early years of the decade.

The fight to balance the economy and the environment, the drainage problems, zoning, crowded roads and overcrowded jails, employment and unemployment, the active real estate market and the fight to avoid the mistakes of other one-time boom counties are hot topics among community, business and government leaders.

Four years ago St. Lucie and Martin counties were ranked the second fastest-growing metropolitan area in the United States by Dun & Bradstreet.

Since then, the area has slipped to fourth place while Naples has pushed Midland, Texas out of first place, Reid Gearhart, a Dun & Bradstreet analyst, said Friday.

Once a year the New York firm compares the growth rates of counties and metropolitan areas since the 1980 census. A metropolitan statistical area (MSA) can include more than one county. The Fort Pierce MSA includes St. Lucie and Martin counties.

The population of the Fort Pierce MSA, grew 40 percent between 1980 and the end of 1986, Gearhart said. That represents an increase of 60,488 people in the two counties as they grew from 151,196 to 211,684 people.

The Naples area MSA grew 45.5 percent during the same six years, from 85,971 people to 125,051 according to the Dun & Bradstreet population count.

While the Naples area boom has just begun, St. Lucie County's growth is leveling off. In the first half of the 1980s, 6,000 to 7,000 people a year moved to St. Lucie County, according to county planning department statistics. But since then the population increase has dropped to between 5,200 and 5,800 a year.

Gearhart said that a comparison of the growth rates of the 3,137 counties in the United States from 1980 through 1986, Collier County ranked 33rd while St. Lucie County was 37th.

The U.S. Department of Commerce, in an update of the 1980 census, predicts the Fort Pierce MSA growth rate will rise again, this time to become number one in the nation during the 17-year period from 1983 through the year 2000.

"It's obvious the county will be very densely populated over the next 10 to 25 years," said Mayor William Dannahower, top man in the county's oldest city, Fort Pierce.

Fort Pierce had a population of 38,463 on April 1. Since 1980 the city's growth rate has been 13.8 percent.

But a relative newcomer, the city of Port St. Lucie, has grown 153 percent since 1980 and now stands at 37,176 people.

For several years there was a certain amount of competition between the two cities. But they play different roles in the county's economy and will continue to do so, said Dannahower.

He sees Fort Pierce's role continuing as the center of commercial and agricultural activity, while Port St. Lucie will remain the bedroom and service community of both Martin and St. Lucie counties.

Port St. Lucie Councilman Hugh "Pat" Kelly, a contractor, takes a similar view. "I base my opinion that Port St. Lucie is

becoming the bedroom community of the two counties on the fact that there are 80,000 single family lots already platted in the city," he said.

Port St. Lucie sprawls over 77 square miles in the south as compared with the compact northern city of Fort Pierce. Kelly said the southern city is developing "neighborhoods" to become a more efficient provider of services.

County Commissioner Judy Culpepper, formerly the owner of a real estate company and now a business and tax consultant, is a native of St. Lucie County.

"As a long-time resident, a person who was born here, I can see that the quiet, small-town life is over," she said. "We've crossed that threshold. There aren't any more of the high school homecoming parades."

But while growth has its sad side, it also provides opportunity for business, better education, more cultural activities and recreation, she said.

"I have very ambivalent feelings about it," Culpepper said.

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St. Luc
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Kelly sa
will have w
streets an
build-out

County
county wi
capacity fo
year 2035
750,000 pe
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Roads fo
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provements
Hutchinson

6/8/87

off after early 1980s boom

The county will be known as the commercial center of the region, Culpepper predicted. "We've been given that by our location on the (east) coast and our transportation system," she said. "We need to take what we've got and use it, not abuse it."

St. Lucie County has a deep water port, is angling for a stop on the proposed high-speed rail system, and the airport is soon to become a regional jetport. Interstate 95 and the turnpike are also important transportation links for the county.

Kelly said Port St. Lucie alone will have well over 1,000 miles of streets and 300,000 people at build-out.

County consultants say the county will have reached its capacity for people by about the year 2035, with approximately 750,000 people, if land uses stay the same as they are now.

Roads for all those motorists to travel on have to be built. A recent estimate of road improvements for North and South Hutchinson islands, and a new bridge for South Hutchinson Island, came to about $100 million.

A major thoroughfare plan has already been drafted. Consultants say roads that are now two and four lanes will have to go to six, eight and 12 lanes. No cost has been predicted.

Transportation Supervisor Lee Pitre said he believes the county will be able to keep up with its road needs, provided good planning acts as a control. "You can't suddenly put condos way out west, for example, becausse we would have to extend roads and services over vast amounts of undeveloped land," he said.

Planning has become a major activity in both Port St. Lucie and county governments because of the large undeveloped tracts in each jurisdiction.

"We're doing a lot of research so we can get a handle on growth," said Port St. Lucie Councilman Tom Hooper. He is also the former president of the Port St. Lucie Chamber of Commerce.

"We're not waiting for it (growth) to collapse on us as we did in the past. We have to take action first."

Port St. Lucie's efforts are hamstrung by a 10 percent millage cap on property taxes. The tax rate is now about $1 per $1,000 in taxable property value. The city's charter limits its annual tax increases to only 10 percent of the previous year's tax rate.

As a result, the city is turning to special assessments to pay the cost of growth. One of those is a drainage improvement fee that amounts to about $35 per homesite. The money will repay a $10 million bond issue that is being used to do a topographical map of the city. Improperly placed culverts will all be replaced at the proper levels to allow free flow of stormwater.

St. Lucie County faces a $2 billion bill to pay the cost of growth countywide in the next 15 years, according to figures developed by the State Comprehensive Plan Committee.

How it will be paid is an ongoing issue, but elected officials agree that it will become more costly to live in the county. In that respect, St. Lucie isn't much different from a lot of growing Florida counties struggling to pay for an ever-increasing population.

A lot of the cost of growth relates to protection of the natural environment and clean-up of damage that has already occurred.

Mac Hamilton, executive director of the St. Lucie County Chamber of Commerce, said he thinks the major limitation on growth will be potable water.

Hamilton said the chamber's membership has taken a cooperative attitude toward protection of the environment in St. Lucie County.

The chamber has helped draft a tree-protection ordinance to end the practice of clear-cutting lots, and is working on a landscaping ordinance.

County residents showed their interest in protecting the environment several years ago when they approved a $10 million bond issue to buy up beachfront land for use as public parks.

The chamber and the Growth Opportunity Team have worked hard to attract new business to the county. Hamilton said a study has shown that 79.3 percent of the state's population lies within a 150-mile radius of St. Lucie County.

The statistic is "extremely impressive for companies that want to reach the Florida market," he said.

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Appendix 9

Networking Organizations

Coordination Examples

Community Based Organizations

Mental Health
Legal Aide
Sheriff's Department
Job Training Partnership Act
Job Service of Florida
Vocational Rehabilitation
Migrant Program
WIN
Health and Rehabilitation
WIC (Women, Infant and Children)

Community College

Job Placement
Center for Personalized Instruction
Guidance Office personnel
Women's Program
Vocational Education
Faculty

Community Groups

Individual employers
Private employment services
Industry
Private counselors
Judges
Lawyers
NOW organizations
Civic organizations
Women's clubs

Appendix 11

SUPPORTING WOMEN'S EDUCATION AND EMPLOYMENT TRAINING

DISPLACED HOMEMAKERS

(St. Lucie, Okeechobee & Indian River Counties)
DOE Project #562-15170-7-2004
IRCC #201-6-0183/0184/0185

	CURRENT BUDGET	*EXPENDITURES Y.T.D.	CURRENT BALANCE
PERSONNEL	$28,845.00	$27,606.78	$1,238.22
TRAVEL	1,228.00	770.72	457.28
PRINTING	213.00	212.30	.70
MATERIALS & SUPPLIES	840.00	819.78	20.22
TUITION & STUDENT SUPPLIES	21,669.00	20,843.54	825.46
TOTALS	$52,795.00	$50,253.12	*$2,541.88

*END OF FISCAL YEAR ACCRUALS/OBLIGATIONS
NOT YET RECORDED